Eastchester Union Free

Strategic Plan of Action

580 WHITE PLAINS ROAD
EASTCHESTER, NY 10709

Jonathan P. Costa Sr.
FACILITATOR
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Introduction to the Planning Process:

The town of Eastchester has a population of around 35,000 and traces its roots to 1664 when 10 families received a charter and settled there after leaving Fairfield, Connecticut. With a modern reputation as a municipality that is well-managed and a pleasant place to live, citizens of Eastchester have become accustomed to a public-school system that effectively and efficiently fulfills its mission “to provide a quality education,” preparing students for what lay ahead in the world beyond their New York area suburban community. That world, however, is rapidly changing and to extend Eastchester’s record of educational success, the public schools must continuously reflect on practice and seek to align itself with the evolving uncertainties of this new environment. With the advent of the digital age and the interconnected nature of the global economy, the definition of what it means to be appropriately prepared has been transformed. Content knowledge and test scores are no longer the only, or even the most predictable variables that portend student success. These elements are certainly still necessary, but they are no longer sufficient.

It is now known from research and experience that 21st century learners will also need to develop a sophisticated set of skills and foundational personal dispositions to ensure they can navigate the uncertain challenges we know they will encounter. To this end, the district’s new Superintendent, Dr. Robert Glass, in November of 2019, proposed that the district commit to a data-based, strategic coherence review of the school system’s capacity to adjust to this new reality. The Eastchester Union Free School District Board of Education endorsed the plan with a promised outcome being a framework for a more coherent system of schools, all focused on ensuring student success and preparedness for life, learning and work beyond school. Unlike traditional strategic planning processes that encourage a diffusion of improvement energy and resources, Strategic Coherence Planning uses data-based, backwards design to focus the process on those highest leverage improvement strategies that have demonstrated over time to have the largest influence on student learning and impactful preparation for life, learning and work success in a digital age. The concept of Strategic Coherence planning was created and pioneered by the selected consultant, Jonathan Costa, from EdAdvance in Litchfield, Connecticut.

The approved calendar of events was designed to start in the spring of 2020 and to be completed by the end of the 2020-2021 school year. Of course, this timeline was interrupted by the unprecedented public health crisis that would unfold early in 2020. As the Covid-19 pandemic spread, Superintendent Glass worked with Jonathan Costa to delay the start of the process until the most significant impacts of this unprecedented disruption were past. While the year-long delay in getting started was certainly frustrating for all, the circumstances allowed for adjustments in the planning
model that encouraged a more thoughtful reflection on the lessons learned from the pandemic as well as the emerging emphasis on equity and to incorporate them into the Strategic Coherence Planning Process.
Within these adjustments made, the specific outcomes for the Eastchester Union Free School District promised by the process were identified and agreed upon:

- Increased clarity regarding the volatility of change and how digital processes and unpredictable events can/are reshaping life, learning and work and the economic future of all Eastchester students.
- A heightened commitment to a district Mission statement and a re-imagined set of key student skills and dispositions (updated Eastchester Graduation Goals) that will lead to success for all in life, learning and work beyond school as well as those priority learning standards that should form the core of a post-pandemic curriculum structure (Foundational Learning Systems – Goals for Learning).
- Identification of key instructional and adult learning strategies that will have the greatest impact on ensuring equitable achievement of those Graduation Goals for all students, including the practices that most supported student engagement in rigorous work in challenging circumstances. (Foundational Learning Systems – Instruction for Deep Learning).
- Identification of key student learning assessment measures and adult accountability strategies that will have the greatest impact on achievement of those Graduation Goals (Foundational Learning Systems – Assessment and Measurement).
- Build district systems commitment and capacity (Leadership, Resources, Community Engagement, and Policy) to align and focus improvement efforts on the Graduation Goals that lead to the highest levels of long-term student success over time (Supporting Organizational Systems).
- Build alignment of Foundational Learning Systems across all three levels of the organizational practice (student, adult, building/organization).
With all the process decisions made and in-person meeting and learning once again a possibility, a representative group of over 25 constituents and stakeholders were identified as participants on the Strategic Coherence Planning Team. The district and the Eastchester Board of Education would like to thank each of the following for committing to the over 60 hours of time required of the team participants to complete the planning process on behalf of the Eastchester Union Free School District.

Dr. Rob Glass, Superintendent of Schools

Lisa Sanfilippo – Assistant Superintendent for Business
Noreen Urso, Assistant Superintendent for Pupil Personnel Services
Cheryl Smith, Board of Education
Bill Blum, Director of Technology
Ali Cocco, Parent/Community Member
David Viviano, Parent/Community Member
Jennifer, Moore, Parent/Community Member
Annette Keane, Principal- Anne Hutchinson School
Madeline Lobue, Principal- Eastchester Middle School
Susan Chester, Supervisor- Humanities
David O’Neal, Teacher – Anne Hutchinson School
Courtney Jukic, Teacher- Eastchester Middle School
Jennifer Batz, Teacher- Waverly School

Scott Wynne, Assistant Superintendent for Curriculum & Instruction
Judah Holstein, Board of Education
John Filiberti, Community/Former Board/BOCES Board
Shannon VonHassel, Parent/Community Member
Billy Conway, Parent/Community Member
Gabriella Fleurimond, Parent/Community Member
David Swenson, Parent/Community Member
Jeff Capuano, Principal- Eastchester High School
Joanna Napolitano, Principal- Greenvale School
Minnie Iannuzzi, Supervisor- STEM
Eric Fermann, Teacher- Eastchester High School
Clare Delongchamp, Teacher- Eastchester Teachers Association
Lisa Cilione, Teacher – Anne Hutchinson School

Vidya Bhat, Principal Waverly School

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Phase One: Committing to the Principles of Coherence:

The planning team convened for the first time on April 30th, 2021. The purpose of this session was to introduce the planning team to each other and provide an orientation to the planning process itself. The primary content focus of the activities were an exploration of two critical planning concepts that frame all of the work in Strategic Coherence Planning. First is the notion of high leverage goals, which translates into a need to focus on those goals, measures and practices most likely to bring about the desired planning changes. Second is the work of systems, or how the work being done serves as the primary driver of the overall work quality. These two organizing principles will be present throughout the process and will dictate much of the outcome.

Pareto - 20/80 – focus – just a few causes drive most of your results...

Systems - 85/15 – most of what drives the quality of those few causes is HOW they are done.

Following those introductions, the group collectively agreed upon the most important planning outcomes for the process. Using a platform called ThoughtExchange, all participants set the following as the most important outcomes that could be derived from the planning effort included:

- Creating a clear sense of the district’s future and direction.
- Ensuring that goals are aligned across the district so everyone has something in common that they are working toward.
- Having specific skills and dispositions that will be the focus of our work together
• Setting priorities that are informed by multiple stakeholders.

Additionally, the team spent some time considering the lessons learned from the public health crisis, the social and emotional recovery processes associated with it, and was also charged with reviewing and researching what the future of learning and work might look like in a post-pandemic digital age. The purpose of this engagement was to gain insight into what skills and dispositions a student would need to succeed over the next decade, using the about to enter Kindergarten class as a frame of reference – what will skills and dispositions will be needed by the class of 2034? A planning retreat at the end of the summer would be the platform for the group sharing what they learned in this area and setting this course for the district.

Eastchester entered the planning process with an existing set of “Graduation Goals” for students, but with the entire planning process built around determining the public school systems ability to support the most appropriate identified skills and dispositions, it was necessary to reflect on these items to ensure that they were up-to-date and able to meet the challenges that lay ahead. The working Graduation Goals that the district used entering the process are represented by the graphic to the right. It is important to note that the district’s existing Mission was not changed as it is still workable and relevant. The key to the process is determining what exactly defines a “quality education” when it comes to preparation for future ready success. To frame the work of updating these items, the planning team was provided with numerous sources of reading and viewing materials from leading thinkers and researchers in the field to engage with over the summer break. Participants were also encouraged to do their own background searches for information and perspectives that could help inform the process and share them with their peers.
Having reviewed the context and content over the summer months, the Strategic Coherence Planning Team met at the end of August, 2021, prior to the start of the school year, to decide on a final set of skills and dispositions that would serve as Eastchester’s new Graduation Goals for students. To accomplish this, each participant was asked to create their own list of prospective required skills. That was then shared with a partner and then with a larger discussion group. Those groups then reported out to create a draft master list that represented the best thinking of all of the individual, pair, and small group discussions. Finally, that master list was clarified, combined and then the group selected with a Nominal Group Technique voting process to determine the most critical of all the suggested items. The final tally for critical skills is represented below:
The same process was then repeated for dispositions.

After brainstorming and discussing potential indicators of success for the skills and examples of the dispositions applied in school life, the group agreed on a new consensus set of Eastchester Graduation Goals or Vision of the Graduate. With the skills and dispositions identified, the group began to discuss which evidences of skills would demonstrate that they had mastered them. For each skill, a dispositive set of indicators of success was drafted. These items will help guide the creation of rubrics and evidence frameworks that will guide feedback to students throughout K-12. For dispositions, a series of examples were brainstormed. These are meant to convey a sample of what these dispositions look like when they are lived by students in the district. These lists are not meant to be exhaustive and there are many other ways that each disposition can also be displayed in school life.

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Vision of the Graduate

Mission & Vision of a Graduate

Eastchester Schools will provide a quality education in a safe, stable, and secure environment that fosters mutual respect, promotes the uniqueness of the individual, provides opportunities for student successes, and guides all students intellectually, emotionally, physically and socially.

Skills Defined:

- Solver of Complex Problems
- Patience & Fortitude
- Written, Spoken, & Visual Communicator
- Empathy
- Critical, Analytical, & Interconnected Thinker
- Integrity
- Collaborative Self Manager
- Growth Mindset
- Participative Citizen
- Creative and Imaginative
Complex Problem Solving
- Can effectively analyze and synthesize information to come up with meaningful solutions.
- Can accurately identify and assess the problem, variables and constraints before brainstorming solutions
- Identify challenges and utilize all available resources to work toward and/or achieve a solution
- Listen to and integrate a variety of perspectives before making a decision/Understands multiple perspectives
- Using iterative and alternative methods to problem solve
- Understanding the consequential effects of our decisions, and apply problem solving models to the process

Communication (written, spoken, visual)
- Articulating ideas clearly and confidently so others can understand
- Demonstrate an awareness of genre, purpose, and audience to write clearly and effectively
- Effectively engage in debate and discussion
- Listening actively and openly
- Develop your own voice and style
- Use correct spelling, grammar, and conventions

Critical, Analytical and Interconnected Thinking
- Gathering and analyzing appropriate data
- Access, Comprehend, and distinguish quality of data
- Evaluating evidence and connecting it meaningfully to a claim
- Making sense of different perspectives and/or different sources of information
- Detecting & analyzing point of view and bias
- Listening and understanding a variety of perspectives.
- Creating correlations that lead to actionable items.

Collaborative Self-Manager
- Contributes to the team effort
- Works well with others
- Accountable to group & self/responsible
- Actively listens/actively participates
- Self-control & self-regulation
- Ability to organize tasks and design a schedule of completion

Participative Citizen
• Involvement or leadership in extracurricular clubs/activities, athletic teams, or performance groups
• Volunteer / service / mentorship and advocating for others and oneself and others
• Contributing to community/world around you; making your community a better place
• Identifying needs/problems and contributing to solutions

Eastchester Graduation Goals/Vision of the Graduate – Dispositions Illustrated/Examples (draft 1):

Persistence and Fortitude
• A student taking a more challenging course regardless of grade/outcome
• Utilizing constructive feedback to make improvements (may allow for re-doing assignments/assessments)
• Overcoming stigmas and perceptions
• Being accepting of supports
• Overcoming challenges (adapting to new technologies and workflow processes)
• Not giving up

Empathy
• Standing up for a peer who has been harassed, bullied, or in need
• Sitting next to someone who is alone at lunch table
• Consoling a friend who has lost a loved one
• Listening without judgement
• Seeking to understand the experience of others
• Understanding and validating a perspective you may not agree with

Integrity
• Student admitting wrongdoing and making amends
• Providing support to others in a difficult situation
• Students attributing work correctly to proper sources
• Giving credit to others when appropriate
• Doing the right thing, even when it’s hard -- and when no one is watching you.
• Being honest -- even if it means you will “get in trouble”

Growth Mindset
• Perpetual learner
• Not “I can’t” but “I haven’t yet”
• Revises work overtime
• Willingness to try new things
• Learns from errors or setbacks
• Solicits and applies feedback

Creativity and Imagination
• Participates in arts, performance, music, etc.
• Finds unexpected or unorthodox solutions to problems
• Willingly takes risks and tries new things
• Using different mediums and modes for expression
• Suggests alternate possibilities

With the skills and dispositions of the Vision of the Graduate identified, the group then turned its focus on the characteristics of a learning environment most likely to support the acquisition of these items. Using an Affinity Diagram process, the group reflected on its own experience as learners and the conditions required to master hard to acquire competencies overtime. The result was the following “Definition of Deep Learning.”

We believe the following conditions are essential to supporting a learning environment that fosters the development and acquisition of Eastchester’s Vision of the Graduate.

• Learner agency, fun, choice, and self-direction - understanding the why, supporting positive motivation and interest.
• Research and access to external knowledge and expertise - learning from experts.
• Mentorship and feedback – interpersonal support – social and emotional support.
• Chance for collaboration.
• Access to support systems – camaraderie in the pursuit.
• Having the resources necessary.
• Synthesis of learning and evolution of skill applications – challenging progression.
• Ability to self-assess, reflect and derive satisfaction from learning and improving.
• Opportunity to use skills and tools, to be persistent, practice over time, and learning from failure.
• A chance to perform, showcase successes, share, and apply what was learned.

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Phase Two: Data Scan

With the Eastchester Graduation Goals/Vision of the Graduate set, Phase II of the planning process began. Phase Two is the data scan where each of the desired systems planning outcomes required for student success is compared to what is currently happening in the district and the gaps between what is happening now and what the district ultimately wants to create were defined. To accomplish this, the Strategic Coherence Planning Team organized themselves into working groups around the six areas of focus. The names of the Strategic Coherence Planning Team members as well as the other district or community volunteers who assisted them in their work in each of the six areas are listed below:

<table>
<thead>
<tr>
<th>Group One Leadership Focus</th>
<th>Group Two Goals for Learning</th>
<th>Group Three Teaching for Learning</th>
<th>Group Four Measures of Learning</th>
<th>Group Five Supporting Systems</th>
<th>Group Six External Factors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scott Wynne (Admin)</td>
<td>Eric Fermann (T)</td>
<td>Lisa Cilione (T)</td>
<td>Courtney Jukic (T)</td>
<td>Billy Conway (P)</td>
<td>Jen Moore (parent)</td>
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<tr>
<td>Clare Delongchamp (T)</td>
<td>David Swenson (P)</td>
<td>Susan Chester (A)</td>
<td>Shannon von Hassel (Parent)</td>
<td>Gabriella Fleurimond (parent)</td>
<td>David Viviano (Parent)</td>
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<tr>
<td>Madelin LoBue (A)</td>
<td>Jeff Capuano (Admin)</td>
<td>Minnie Iannuzzi (A)</td>
<td>Annette Keane (A)</td>
<td>Bill Blum (Admin)</td>
<td>Lisa Sanfilippo (Admin)</td>
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<td>Ali Cocco (parent)</td>
<td>Joanna Napolitano (Admin)</td>
<td>Cheryl Smith (B)</td>
<td>Judah Holstein (B)</td>
<td>Vidya Bhat (Admin)</td>
<td>Jen Batz (T)</td>
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<tr>
<td>Noreen Urso (D.O. Admin)</td>
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</tbody>
</table>

Once formed, each group was assigned with collecting data that would explore the status of the district for each of the above identified challenges as framed through the lens of the goals, measures, and practices required to meet the skill/disposition acquisition needs of students and the support of the Definition of Deep Learning in learning environments across the district. Provided with guiding research questions, these groups worked with additional volunteers and other district staff over a twelve-week period to collect information, identify what the district was already doing to meet these challenges, and finally to report back to their peers about what was needed to close the gap between what was desired and what was actually happening.
For common frames of reference, each of the first four groups was additionally asked to provide a Likert scale style rating of the performance of the district for their areas of focus. A group’s choices ran from a 0 that would indicate “no evidence” of the desired practice to a 4, which would show systemically improving performance. This scale is illustrated below:

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 –Not Present</td>
<td>The Desired Coherence Outcome is non-existent</td>
</tr>
<tr>
<td>1 - Beginning</td>
<td>There may be some individual efforts or minimal group attempts, but there is no systemic evidence or process in place to support the existence of the Desired Coherence Outcome.</td>
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<tr>
<td>2 - Emergent</td>
<td>There have been systemic efforts to create the Desired Coherence Outcome, but its implementation is uneven and has yet to deliver meaningful changes in student or adult performance.</td>
</tr>
<tr>
<td>3 - Proficient</td>
<td>There has been a systemic effort to create the Desired Coherence Outcome and it is generally working. It is regularly creating evidence of meaningful changes in student and adult performance.</td>
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<tr>
<td>4. Excellent</td>
<td>There has been a systemic effort to create the Desired Coherence Outcome and it is functioning effectively. There have been meaningful changes in student and adult performance and there is evidence that data is driving further improvements in the system.</td>
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</tbody>
</table>

As Group Six deals with only external data, they had no ratings to ascribe, rather they reported their findings as prioritized Trends and Implications for the district in the following areas: Economics/Demographics, Mandates/Legislation (state/federal), Historical Achievement Data Trends, Impact of the Pandemic and the Changing Nature of Learning and Work in a Digital Age, Local Context – impact of the culture, environment, history of the Eastchester schools, perceptions of the district and challenges/opportunities while moving the district forward, and any other data they thought would be relevant and helpful to the Strategic Coherence Planning Team.

Each Data Collection Group met several times over the twelve-week data sampling period to complete their tasks. After an initial launch meeting where the scope of the work to be completed was shared, each team broke down their research tasks and assigned volunteers from the group to gather
specific data, information and other items for everyone to consider as they contemplated the ratings for each indicator. In addition to hard documentary evidence (documents, work products, statistical data) some used interviews and surveys to inform their ratings as well. With all these data collected, the groups meet to finalize their ratings and outline for their peers the main factors that supported their judgments. Finally, each group organized themselves to prepare to present their work to their peers at the reporting and analysis retreat (Phase III). For reporting purposes in this version of the Strategic Coherence Plan, a grid of the summary ratings for each group will be provided and then to be immediately followed by the details of each indicator and a summary of the gap evidence that the Data Collection Group used to justify its rating.
Phase Three - Data Scan Results Analysis:

Area One: Leadership Focus: The most important leadership principles required to support student success through effective strategic coherence planning are focus and systems coherence. This team will be examining the degree to which the district’s leadership (Board of Education, Superintendent, and administration) have the capacity to understand how these concepts work together and have demonstrated the commitment/discipline to make sure they continue to do so over time.

Coherence Outcome One Findings Summary:

<table>
<thead>
<tr>
<th>Indicator</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
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</thead>
<tbody>
<tr>
<td>1. A systemic commitment to Vision of the Graduate and deep student learning.</td>
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<tr>
<td>2. A systemic commitment to equity of outcome for all students.</td>
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<tr>
<td>3. A systemic commitment to building the capacity and competencies required to pursue the Vision of the Graduate and deep student learning.</td>
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Key Gaps:
- Current Vision of Graduate, Mission Statement, Vision Statement exist but have not been used consistently by BoE or past Superintendents for decision making, long-term planning, development
- Higher presence of evidence of Vision of the Graduate, Mission, Vision at secondary level than elementary
- Lack of systemic definition of “deep learning”
- Inconsistent ability of District to stay focused on the most important goals for learning
- Indications of desire for all students to succeed; no systematic approach.
- Inconsistent use or reference to the Vision of the Graduate, Mission, Vision Statement
- Implied universal understanding of Definition of Deep Learning, but not explicit
- Some change in practices reflective of Vision of the Graduate but not consistent
- Recent focus on goals, but not historic
- Inconsistent focus/data examination on all student populations - some focus higher than others at different times
- Positive recent actions to examine varying student populations at a higher level
- Inconsistent goal development around concept of all student success
- Strong desire to develop capacity; inconsistent implementation
- No direct correlation between Vision of the Graduate and capacity development efforts; loosely coupled
- Actions (program, budget, PD, etc.) inconsistently match expressed desire

Area Two - Goal Setting - The district has identified, defined and committed to supporting a descriptive vision of the successful graduate (with its associated skills and dispositions) and has aligned and focused the district’s goal setting systems on those student learning outcomes.

The purpose of this outcome is to judge the degree to which the district has an aligned systemic process for setting and pursuing the acquisition of student skills and dispositions from the district, building, and professional levels. The desired state is a goal-setting culture where the value is on high-leverage, skill-based student learning goals that are articulated and connected Pre-K to 12. This aligned goal setting infrastructure is critical to eventual efforts to improve student outcomes for learning. To ascertain the district’s readiness to do this and the identify the current state of affairs, this group will be asked to judge four areas: 1. Context and Philosophy of current goal setting processes (goals are focused on student learning and not adult action while there is a commitment to accountability for what is learned and not what is simply covered or done), 2. The alignment of goal setting processes (across the K-12 continuum), 3. Community knowledge and support of goals (does everyone know what they are and why they were selected), and 4. The alignment and availability of resources aligned with the goals (do available resources align with stated goals for learning).

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<thead>
<tr>
<th>Indicator</th>
<th>0</th>
<th>1</th>
<th>2</th>
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<tbody>
<tr>
<td>1. A - Goal Setting Context and Philosophy – Culture of Learning</td>
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<td>1. B - Goal Setting Context and Philosophy – Focused Goals</td>
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<td>2. A - Goal Setting Processes – Student Skills and Dispositions</td>
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<td>2. B - Goal Setting Processes – Adult capacities and competencies</td>
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<td>2. C - Goal Setting Processes – Schools and District</td>
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<td>3. Goal Setting Support and Engagement</td>
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<tr>
<td>4. A - Materials and Resources – Level Consistency and Alignment (Elementary, Middle, High)</td>
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<td>4. B - Materials and Resources – Electronic Accessibility</td>
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</table>
Key Gaps In Area Two:

- Curriculum/Grade Level Sequences show implicit (but not explicit) ties to the vision of a graduate.
- Pacing guides seem pretty good and not all are written as a “calendar” but they need to show clear connection to Vision of Graduate.
- Dispositions (of a learner) are not mentioned at all nor are they really implied.
- More than half (~55%) of teachers responded positively that they are aware of and consider district and building level goals for student learning.
- The old vision of graduate is aspirational. It is not clearly linked throughout documents in school building goals/teacher goals, etc.
- The Vision of a Graduate is identified at the District level, but there is a disconnect between the district goal setting and teacher realization. (~32%) are aware of and consider the profile of a graduate; ~49% are not aware of a newly defined profile of a graduate.
- While obvious that the BOE has students in mind when making decisions, explicitly recognizing the vision of a graduate is not always evident. The BOE is, rightfully, focused on other items than just student learning.
- Professional development/discussion is offered throughout the year and usually focuses on a common theme or topic throughout the year. (Homework, student stress, etc). PD in these cases is often data driven.
- Main cog that seems to be missing is the linkage of yearly student learning outcome or skill derived from vision of graduate as focus.
- The goals for learning are, again, implicit in the goals, but aren’t always directly identified.
- Building and district goals don’t have clear connection to student learning goals. Mostly focused at high level (ie: courses that need to be redesigned, etc).
- 63% of families are satisfied with how information about academic progress is shared and accessed.
- 65% of parents/students are unaware or unsure of “graduation goals”
- 71% of parents do not or are unsure of their own student’s strengths and weaknesses with respect to the “graduation goals”
- Curriculum documents tend to focus on the material and/or content of the course or grade level.
- The district has begun to implement K-12 alignment through the hiring of STEM and Humanities coordinators.
- Online instructional resources for teachers is limited.
- Individual (and department-wide -- at least science at the HS) curriculum maps are available in shared Google Drive folders. Non-departmental guides are not readily available.

Area Three: Teaching for Deep Learning The district has defined what deep student learning looks like and has committed to supporting teaching and professional development strategies that systemically ensure that all students are engaged in instructional experiences that support the district’s student goals for learning.

The purpose of this outcome is to focus resources and attention on improving the quality of rigorous student engagement and the high leverage professional practices that create the conditions conducive to deep learning. Often stated as a “definition of learning,” the inherent assumption is that the most important indicator of instructional success is the percentage of available time students are engaged in rigorous, higher-order thinking activities. This element, when combined with a positive learning environment, are the two most powerful predictors of sustained/improved student learning. Accordingly, this group will be focusing on teaching and learning practices and the quality of instructional feedback focused on these
critical elements. To rate this category, the four following areas will be examined; 1. The existence of a unified vision of the characteristics of deep learning and the instructional practices that lead to effective, higher order student engagement, 2. The use of digital learning resources to support rigorous instruction, 3. the alignment of professional learning practices with these articulated priorities, and 4. Evidence of specific equity strategies designed to ensure that all students are achieving at high levels.

Coherence Outcome Three Findings Summary:

<table>
<thead>
<tr>
<th>Indicator</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
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</thead>
<tbody>
<tr>
<td>1. A - Student Engagement in Deep Learning – Common Staff Understanding</td>
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<td>1. B - Student Engagement in Deep Learning – Evaluation Support</td>
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<tr>
<td>1. C - Student Engagement in Deep Learning – Assessment Data and Evidence</td>
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<tr>
<td>1. D - Student Engagement in Deep Learning – Parent Understanding</td>
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<tr>
<td>2. B - Digital Deep Learning Practices – Faculty Proficiency</td>
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<tr>
<td>4. Specific equity strategies designed to ensure that all students are achieving at high levels.</td>
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</tr>
</tbody>
</table>

Key Gaps:

- Some gap between articulation of what deep learning is and what we see in classrooms
- Greater focus on effort and independence at HS, greater focus on developmental readiness at ES
- In our current evaluation system, there is some weighting in favor of deep learning but the number of indicators inhibit the ability to focus
• In the unannounced observation, 2b sets the stage for deep learning and 3b is tied directly to deep learning
• As standards have changed, have we made shifts in instruction and assessment?
• Do our assessments measure deep learning? If no, what are the implications for curriculum and teaching?
• What will the new NGSS assessments look like and how will that impact curriculum and teaching?
• Curriculum maps and/or scope and sequence documents are not public facing.
• Parent portal not yet available but in the works.
• Where can communications regarding curriculum be more consistently and/or systematically shared with parents?
• How are parent survey results communicated back out and acted upon?
• Chromebook carts K-3, Grade 2-3 teachers would prefer one to one
• Students without devices at home
• Connection between having a device and using the device to promote deep learning
• Ed Tech Facilitator position is brand new
• Google training paused
• Voluntary participation from faculty -- use of Google Classroom, accessing PD
• Inconsistent training for faculty
• District commitment not yet filtering down to building/teacher level
• PD is differentiated by department at secondary level
• PD focused on curriculum and planning
• Shifts are needed to focus on implementation of curricula (emphasis on pedagogy) to support deep learning
• Common planning time (during school day) is limited at elementary and HS level
• Limited opportunities to visit other districts, buildings, classrooms
• Limited normative data for elementary students due to lack of participation in NYS 3-8 exams
• Advanced Regents diplomas are higher for females than males
• Advanced Regents diplomas are highest for AAPI, then Whites, then Hispanic/Latino
• Some special ed supports (co-teaching, Support Services) in MS/HS are new/still rolling out
• Access to accelerated and honors courses may create equity gaps -- are our policies aligned to other districts?

Area Four: Measures for Learning - The district uses and reports on appropriate and balanced measures of student and adult success that are aligned with its vision of student success.

The purpose of this area is to determine the degree which the district’s assessment practices support growth and accountability for the obtainment of the district’s vision of a successful graduate and its associated goals for learning. Following the maxim “what gets measured gets done,” this is an
opportunity to judge whether the stated learning priorities of the district are aligned with its assessment infrastructure and culture. Critical to these relationships is the capacity of teachers and administrators to provide timely, helpful and accurate feedback for the improvement of student and adult performance. To determine this, this group will examine 1. Assessment philosophy and practice (including balance between formative and summative assessment resources), 2. Assessment capacity (the ability to effectively measure the things that matter most) 3. How data collection practices support priority goals for learning, and 4. How both professional measures and measures at the building and district level also support feedback for improved student and professional performance.

Coherence Outcome Four Findings Summary:

<table>
<thead>
<tr>
<th>Indicator</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
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</thead>
<tbody>
<tr>
<td>1. A - Assessment Philosophy – Unified Philosophy</td>
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<tr>
<td>1. B - Assessment Philosophy – Formative/Summative Clarity</td>
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<tr>
<td>2. A - assessment Capacity – Evidence Capture</td>
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<tr>
<td>2. B - Assessment Capacity – Evidence Informed Decision Making</td>
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<tr>
<td>2. C - Assessment Capacity – Rubrics and Tasks</td>
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<tr>
<td>3. Performance Data</td>
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<tr>
<td>4. Professional Measures of Learning</td>
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<tr>
<td>5. School/District Measures of Learning</td>
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</tbody>
</table>

Key Gaps:
• Assessment goals (in classrooms) are not driven by the vision of the graduate.
• According to the survey of staff members, staff will use formative assessments, unit/test scores, and class participation more frequently.
• Staff members are “not sure” of how the vision of the graduate guides assessment.
• Measures to assess progress towards “vision of the graduate” are not in place.
• There is no shared repository for rubrics or performance measurement data.
• We were not able to access rubrics to accurately distinguish the balance of formative and summative measures. 80/20 is the goal.
• About 56% of faculty responses agreed or somewhat agreed there is a consistent approach to assessment.
• About 33% of faculty responses understand or somewhat understand the concept of power/priority standards.
• Inconsistent references to the district’s Vision of the Graduate in RCs/IRs.
• Data collection protocols are building based, not district wide.
• Process for individual teacher goals are building based, not district wide, with inconsistent evidence of relevant data.
• Building and district goals have inconsistent evidence of relevant data.
• About 55% of faculty measure and reflect on progress toward district driven goals for student learning.
• About 63% of faculty measure and reflect on progress toward building driven goals for student learning.
• There is no central, district repository for rubrics.
• There is no process in place that provides district or grade level templates or guidelines for rubrics that tie back to skills that support Goals for the Graduate.
• There is no mention of Goal of the Graduate or assessing related skills in description of the assessment process on the District site.
• 65% or parents disagree or are unsure they are familiar with the previous Eastchester Graduation Goals.
• 78% of parents disagree or are unsure they are familiar with the newly defined Profile of a Graduate.
• Progress reports and report cards do not have feedback options that tie back to Graduation goals or measures of learning skills.
• 72% of parents do not understand their child’s strengths and weaknesses relative to the skills and dispositions each student should be acquiring before graduation.
• 63% of parents are satisfied with the way the district shares information about their child progress.
• Assessment documents appear to focus on the tools required to effectively assess student success, but not directly in the context of the Vision of the Graduate. Examples:
  o The District vision references expanding use and focus on Data.
  o The Assessment vision invites teachers to ask the question, “Are the students learning the specific skills? Have the students understood the concept I was trying to teach?” and respond appropriately if they have not.
  o APPR documents reference the use of Formative and Summative assessments and student self-assessment and peer feedback.
  o While there is a large repository of rubrics, they do not consistently reference assessment related to the attributes of Graduate per the Vision.
• Much of the staff is not aware of the Vision of the Graduate, and do not appear to use the Vision of the Graduate to drive their measurement criteria.
  o Survey results showed that only about half of the staff agreed that assessments in the district were consistent. Only about half knew of the prior Graduation Goals, and fewer than a third knew of the new Profile of the Graduate.
Area Five: Supporting Systems – The district aligns its supporting organizational systems to ensure the acquisition of its student learning goals.

This group’s focus is on how the leadership and district support systems are structured to work together to facilitate the attainment of student learning goals. Do these systems consistently work together to enable a sustained focus on things that matter or are they consistently reactionary, disconnected, and moving from one strategic focus to another year after year? To determine this, judgments will be made on the current state of 1. Policy and regulations, 2. Community engagement, and 3. Resource deployment.

Coherence Outcome Five Findings Summary:

<table>
<thead>
<tr>
<th>Indicator</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Policy and Regulation</td>
<td></td>
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<tr>
<td>2. Community Engagement</td>
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<tr>
<td>3. Resource Deployment</td>
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</tbody>
</table>
Key Gaps:

- BOE Policy Committee takes 2-3 years to review all District policies, whereas other school districts have certain policies subject to annual review;
- There is no audit trail or notes reflecting the BOE Policy Committee’s policy review process making it challenging for the community as well as future BOE members or Superintendents to understand when policies were last reviewed; and
- 75-90% of new policies or modifications are lawyer/regulation driven
- Only 24% of the parents who responded to our survey definitively said they feel well informed about key issues facing our school district;
- Community members have expressed frustration with insufficient notice of BOE meeting agendas, which are sometimes released on the same day as the meeting;
- Community members do not have the ability to contribute to policy discussions since school policy proposals and review happen in closed door Policy Committee meetings (we also observed that the Scarsdale School Board’s website discloses which policies are currently under review and includes a link for the community to provide thoughts or suggestions);
- There are no specific policies that guide the Board’s decision making on resource deployment or budget approval process.
- Learning Environment and Infrastructure are key components in how resources and new programs are instituted in the current framework of resource allocation. Evidence confirms existing infrastructure gaps/limitations that may impact the district's ability to implement new programming or resources to support the new vision of a graduate. (Space for new programs and staffing)

Area Six - External Factors – are there external forces that could impact district planning?

A. Economics/Demographics
B. Mandates/Legislation (state/federal)
C. Historical Achievement Data Trends – Growth Trajectories and Equity of Obtainment
D. Impact of the Pandemic and the Changing Nature of Learning and Work in a Digital Age
E. Local Context – impact of the culture, environment, and history of the local community as it impacts planning
F. Other?

The purpose of this group’s work is to identify any external contingencies that the planning group should be aware as it determines the best ways to close the identified coherence gaps. All results in these areas should be reported as PRIORITIZED (those with the largest potential impact) Trends (what does the data suggest is happening or changing) and Implications (what does the existence of this trend imply for the running of the school district and your ability to address the challenges of this plan).
## A. Economics/Demographics
- **Town budget history, education budget history, economic prospects, enrollment history, enrollment projections.**

<table>
<thead>
<tr>
<th>Trends</th>
<th>Implications</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Slow growth (and low variability) of enrollments and town population</td>
<td>• Size of student body is relatively predictable</td>
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<tr>
<td>• District spends less on general education instruction per student than comparable districts, but more on special education instruction</td>
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</tr>
</tbody>
</table>

## B. Mandates/Legislation
- **Responding to existing legislation, potential legislation at the local, state or federal level**

<table>
<thead>
<tr>
<th>Trends</th>
<th>Implications</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Normal school budget growth capped at 2% by state law</td>
<td>• Outsized revenue growth is unlikely, but incremental annual growth tends to be reliable</td>
</tr>
<tr>
<td>• 2.02% budget average</td>
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<td>• 3.94% increase this year $3.497 million more</td>
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<tr>
<td>• Most mandates/legislation related to COVID vs. long term strategic legislation</td>
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</tbody>
</table>

## C. Historical Achievement Data Trends – Growth Trajectories and Equity of Obtainment
- **Trends, strengths, weaknesses**

<table>
<thead>
<tr>
<th>Trends</th>
<th>Implications</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Extremely high graduation rate</td>
<td>• Students are largely meeting existing graduation requirements</td>
</tr>
<tr>
<td>• 2018/19 96% graduation rate</td>
<td>• Something is leading to unequal outcomes</td>
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<tr>
<td>• Grade 3-8 ELA proficiency is relatively consistent across ethnicities, though females test consistently more proficient than males</td>
<td></td>
</tr>
</tbody>
</table>
• Generally consistent and relatively high math proficiency (grades 3-8), ranging between 70%-78%

D. Impact of the Pandemic and the Changing Nature of Learning and Work in a Digital Age

<table>
<thead>
<tr>
<th>Trends</th>
<th>Implications</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Vast majority (but not all) of school population has access to broadband</td>
<td>• With digital tools (such as Chromebooks), many students should be able to periodically work remotely as necessary</td>
</tr>
<tr>
<td>• This year Chromebook access to those without</td>
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<tr>
<td>• COVID negatively impacted student emotional health</td>
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</table>


E. Local Context

<table>
<thead>
<tr>
<th>Trends</th>
<th>Implications</th>
</tr>
</thead>
<tbody>
<tr>
<td>• 80% preferred live in person instruction</td>
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</tbody>
</table>

F. Other
• Proximity to NYC-public transportation
• Eastchester remains one of the safest communities in lower Westchester. We can expect that this community will remain an attractive destination for families looking for a safe community close to New York City.

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Phase Four: Focus Setting

As the Six Data Teams presented their information at the Phase III retreat, each Strategic Coherence Team member was simultaneously charged with analyzing and synthesizing the information that was presented to them. All were encouraged to listen, reflect and ask questions as their peers presented and discussed their findings. To record their thinking, each member produced note cards with single observations on them in one of three categories of response:

- **Kudos** – these were areas that the participants felt the district had positive impacts – indicators were Eastchester had systems that supported good practice and could inform future strategies as the district sought to improve in other areas.

- **Questions** – did the information presented raise further questions of practice or paint an incomplete picture where more data might be needed before conclusions about how to move forward could be drawn.

- **Concerns** – these were the areas where participants saw the most problematic gaps between the objective of aligned systems on student success and current district practice.

This process of having all the individuals on the full Strategic Coherence Planning Team screen and reflect on what was presented is how the process design confirms collectively what the teams found individually and identifies further patterns of insight into what the most critical challenges facing the district are given the Mission and the identified skills and dispositions of student success. Those items that rise to the top in both the group and individual analysis inform decision-making about the strategic priorities are for planning future work.

To isolate those items, after the group presentations, all the individual’s responses in the three categories mentioned earlier (Kudos, Questions, and Concerns) were placed in separate sorting spaces. The Strategic Coherence Planning Team was then randomly assigned to one of the three areas and then a facilitated, round robin Affinity Diagram sorting process was completed. This process involved viewing all of the contributions in each area and then determining the relationships and patterns between them. Cards representing the individual contributions of each team member are grouped into areas of commonality and then these groupings are labeled. Each of the sorting teams had an opportunity to assist and review the work of the other teams so that everyone had an opportunity to review all the reflections in each of the three groups. For the areas of Kudos and Questions, the themes identified are for context and to inform the work but do not carry the weight of determining what direction the district must go so they simply appear in list form. The order of the items does not imply a priority or importance, they are just listed in the order they were identified.
Kudos – Areas in Which the Data Demonstrated Systemic Strengths

- Yay us (general pats on the back for the good work being done in the district)!
- Development and evolution of curriculum has been systemic and is ongoing
- Data driven decision making and evaluation are part of the culture
- Stakeholder involvement and understanding has been growing over the last few years
- A commitment and vision for the use of technology, a trend that was deepened during the pandemic
- Inclusive programming that supports all student needs

Questions – Areas in which more information is needed or desired

- How can we align successful practices to achieve the Vision of the Graduate?
- How can teacher goal setting and evaluation be tied to the Vision of the Graduate?
- How can the budget be leveraged to align with the Vision of the Graduate?
- How can each stakeholder play a role in the successful implementation of the Vision of the Graduate?
- How can we align curricular and pedagogical practices to reflect the values of the Vision of the Graduate?

Immediately after identifying the questions listed above, the Strategic Coherence Planning Team discussed their implications as it was important to explore them prior to the final retreat activity of identifying the priorities for future work. Having completed that discussion, the team proceeded to not only identify the themes of Concerns, but to further analyze them, synthesize and evaluate the list for priority action. First, there was a round of clarifying questions to be sure everyone was in sync on the meaning and implication of each item. Then items were combined through a unanimous consent process. If two items were implying the same gap or priority, they were placed together so that, in the end, the same priority would not be competing against itself. Those items that were combined and removed from consideration. This process resulted in a grouping of the three highest rated areas of concern – all the others will be addressed either through the main strategies or through other district efforts.
Concerns/Biggest Gaps Determined from the Data Scan Analysis

1. The district needs for further define and communicate the revised Graduation Goals/ Vision of the Graduate -
   • The Vision of the Graduate is not understood (defined) or applied consistently K-12
   • District vision is not consistently communicated
   • Need to increase parent understanding and participation in the Vision of the Graduate
   • Deep learning is not consistently understood across the district

2. The district does not currently have the capacity to measure or assess a student’s acquisition of the revised Graduation Goals/ Vision of the Graduate -
   • Measurement of student outcomes are not currently connected to the Graduation Goals/Vision of the Graduate
   • GAPS in achievement among sub-groups are present
   • Teacher evaluation is not leveraged for the advancement of the characteristics of deep learning
   • Unclear how and what data is used in specific processes that are aligned with the Graduation Goals/Vision of the Graduate and the Definition of Deep Learning.

3. There is a lack of connectivity between the major instructional systems that could/should be supporting the acquisition of the Graduation Goals/Vision of the Graduate
   • Curriculum maps are not connected to the Vision of the Graduate
   • Budget is not explicitly aligned with the Vision of the Graduate
   • Vision of the Graduate and the Definition of Deep Learning are not being used to drive goal setting
   • Vision of the Graduate and the Definition of Deep Learning are not being used to drive professional learning

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Phase Five: Aligning Actions with Strategic Focus

Strategy One:

The district will collaboratively define, refine, and communicate the revised Vision of the Graduate and Definition of Deep Learning to enable a community-wide understanding of student success.

Indicators of Success:

- The Vision of the Graduate and Definition of Deep Learning will be understood and applied consistently K-12
- District Vision of the Graduate and Definition of Deep Learning will be consistently communicated across all the critical systems of instructional and assessment support.
- Parents will understand the Vision of the Graduate and feel like they have opportunities for meaningful engagement in the process.
- The district’s Definition of Deep Learning will be consistently understood and applied across the district.

Change Progress Mapping:

<table>
<thead>
<tr>
<th>I – Present State</th>
<th>II – Beginning</th>
<th>III – Progressing</th>
<th>IV - Accomplishing</th>
</tr>
</thead>
<tbody>
<tr>
<td>• The Vision of the Graduate and the Definition of Deep Learning are not understood (defined) or applied consistently K-12.</td>
<td>• The Vision of the Graduate and the Definition of Deep Learning have been widely explored and refined.</td>
<td>• The Vision of the Graduate and the Definition of Deep Learning are understood and applied K-12</td>
<td>• The Vision of the Graduate and Definition of Deep Learning are understood and applied consistently K-12</td>
</tr>
<tr>
<td>• District Vision of the Graduate and the Definition of Deep Learning are not consistently communicated or integrated into critical district systems.</td>
<td>• District Vision of the Graduate and the Definition of Deep Learning have been finalized and critical systems integration points identified.</td>
<td>• The Vision of the Graduate and the Definition of Deep Learning are integrated into some of the systems that support pedagogy, curricula, and assessment, K-12</td>
<td>• The Vision of the Graduate and the Definition of Deep Learning are well integrated into the systems that support pedagogy, curricula, and assessment, K-12</td>
</tr>
<tr>
<td>• Parents lack an understanding and participation in the Vision of the Graduate.</td>
<td>• Parents have an awareness of the rationale and purpose of the Vision of the Graduate.</td>
<td>• Parents understand and support the Vision of the Graduate</td>
<td>• Parents understand Vision of the Graduate and have opportunities for meaningful engagement for its implementation</td>
</tr>
<tr>
<td>• Definition of Deep Learning is not consistently understood across the district.</td>
<td>• Staff and stakeholders have an awareness of the rationale and purpose of the Definition of Deep Learning.</td>
<td>• Staff, and stakeholders understand the Definition of Deep Learning</td>
<td>• Staff, and stakeholders understand the Definition of Deep Learning and have</td>
</tr>
</tbody>
</table>
Impacted Systems:

Identified Stakeholders

- Administrators
- Board of Education
- Students
- Parents - including those of future students
- PTA Units
- Teachers and other support staff
- Counselors and college admission departments
- Greater community (real estate community, clubs and civic organizations, town government)
- Eastchester Schools Foundation
- Neighborhood associations
- Planning committee participants

Identified Existing Mechanisms

- Email Marketing
- Social Media
- School Messenger
- Newsletters
- School Board Meetings
- District Calendar
- Website
- PTA Units
- Professional Development Trainings
- Staff Meetings & Curriculum structures
**Actions for Moving Forward:**

<table>
<thead>
<tr>
<th>Step #</th>
<th>Action</th>
<th>Outcome</th>
<th>Who</th>
<th>When</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Determine/identify the unique value proposition for the Eastchester school district related to the Vision of the Graduate and the Definition of Deep Learning</td>
<td>Clarify the purpose and rationale that began the planning process in the beginning of the process – our commitment to prepare EVERY student for life, learning and work beyond school.</td>
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<tr>
<td>2</td>
<td>Finalize working drafts of definitions, rubrics and frameworks for feedback for the draft skills and dispositions in the Vision of the Graduate</td>
<td>Frameworks for common language related to Vision of the Graduate is finalized K-12</td>
<td></td>
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</tr>
<tr>
<td>3</td>
<td>Finalize working drafts of Definition of Deep Learning</td>
<td>Frameworks for common language related to Definition of Deep Learning is finalized K-12</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Refine sales pitch for Vision of the Graduate - with stakeholders for investment - create a visual and logo - multimedia presentation (student lead?)</td>
<td>A clearly articulated Vision of the Graduate that can be digested by students and parents and is co-created by the community and is easy to share and drives to more info</td>
<td></td>
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<tr>
<td>5</td>
<td>Consolidate communication channels to create the most impact and create communications and engagement plan.</td>
<td>A strategic communications strategy that has maximum impact</td>
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<tr>
<td>6</td>
<td>Create a series featuring students that illustrates the graduation goals; (written or video)</td>
<td>Engage and motivate students to take action and be a leader in their own chair in terms of meeting our vision of a graduate</td>
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<tr>
<td>7</td>
<td>Presentation of the Vision of the Graduate and plan to BOE</td>
<td>Greater community understanding</td>
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</tbody>
</table>
Strategy Two:

The district will continue to develop systems to recognize, observe, assess, and provide meaningful performance feedback to support every student in meeting the Vision of the Graduate.

Indicators of Success:

- Observation, assessment, and feedback regarding student outcomes are aligned to the Vision of the Graduate.
- Students from every demographic and sub-group will advance and acquire each component of the Vision of the Graduate.
- Systems of teacher evaluation and support are aligned with the Vision of the Graduate and the Definition of Deep Learning.
- Data and student performance metrics align with specific components of the Vision of the Graduate and reflect how students meet them over time.

Change Progress Mapping:

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</tr>
</thead>
<tbody>
<tr>
<td>Measurement of student outcomes are not currently connected to the Vision of the Graduate.</td>
<td>• Appropriate student outcomes connected to the Vision of the Graduate have been identified.</td>
<td>• Observation, assessment, and feedback regarding student outcomes aligned to the Vision of the Graduate are being piloted and refined.</td>
<td>• Observation, assessment, and feedback regarding student outcomes are aligned to the Vision of the Graduate.</td>
</tr>
<tr>
<td>Gaps in achievement among sub-groups are present.</td>
<td>• Gaps in achievement among sub-groups have been identified and prioritized.</td>
<td>• Gaps in achievement among sub-groups are closing.</td>
<td>• Students from every demographic and sub-group will advance and acquire each component of the Vision of the Graduate.</td>
</tr>
<tr>
<td>Teacher evaluation is not intentionally leveraged for the advancement of the characteristics of deep learning.</td>
<td>• Teacher evaluation model has been analyzed for alignment for the advancement of the characteristics of Deep Learning.</td>
<td>• Systems of teacher evaluation and support are being reviewed and aligned with the Definition of Deep Learning.</td>
<td>• Systems of teacher evaluation and support are aligned with the Definition of Deep Learning.</td>
</tr>
<tr>
<td>There is no data currently available to judge, record, or report student performance against the Vision of the Graduate</td>
<td>• Data points that can inform progress toward the Vision of the Graduate have been identified and prioritized,</td>
<td>• Data and student performance metrics are being aligned with specific components of the Vision of the Graduate.</td>
<td>• Data and student performance metrics align with specific components of the Vision of the Graduate and reflect how students meet them over time.</td>
</tr>
</tbody>
</table>
### Impacted Systems:

- APPR
- Possible addendum to teachers’ contract
- Report card/report card comments committees,
- ESchool,
- Assessment Calendar,
- Assessment Reporting,
- Second Step screener,
- DEI sub-committee looking at access & participation,
- Guidance & student placement
- Programming
- articulation/communication system between schools/levels
- MTSS/RTI

### Actions for Moving Forward:

<table>
<thead>
<tr>
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<th>Action</th>
<th>Outcome</th>
<th>Who</th>
<th>When</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Identify existing assessments and instruments that are already aligned with the Vision of the Graduate</td>
<td>Understanding of the current state of alignment of existing assessment practices in the district.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Identify a prioritized list of the skills for work in an initial implementation</td>
<td>Vision of the Graduate skills are prioritized to select the most critical for initial implementation.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Piloting an implementation of a rubric and gathering feedback for improvement</td>
<td>Prioritized skills are piloted for implementation K-12</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>District Wide Assessment &amp; Artication Calendar</td>
<td>There is a unified and aligned application of assessments for prioritized purposes that aligns with the district’s priorities and values.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Evaluation of requirements for honors and AP courses at MS &amp; HS for alignment with skill priorities</td>
<td>A student’s acquisition of skills in the Vision of the Graduate are considered in these decisions.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Evaluation of programming for alignment with efforts to help all students succeed.</td>
<td>A program’s impact on skill acquisition is a consideration when finite resources are at stake</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Continue MTSS/RTI work -- create district-wide and building level committees</td>
<td></td>
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</tr>
</tbody>
</table>
Strategy Three:

The major instructional systems that support the acquisition of the Vision of the Graduate are purposefully aligned and focus on the equitable achievement of those goals for learning by all students in Eastchester.

**Indicators of Success:**

- *Curriculum planning documents are connected to the Vision of the Graduate and provide equitable opportunities for all students to understand, apply, and improve their mastery of them over time.*
- *Budgets, resource deployment, and supporting systems are explicitly aligned with the Vision of the Graduate.*
- *The Vision of the Graduate is used to drive goal setting at all levels of the organization.*
- *Building capacity for all educators to create learning environments that demonstrate the Definition of Deep Learning is the guiding force for the planning and provision of professional learning opportunities.*

**Change Progress Mapping:**

<table>
<thead>
<tr>
<th>I – Present State</th>
<th>II – Beginning</th>
<th>III – Progressing</th>
<th>IV - Accomplishing</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Curriculum maps are not connected to the Vision of the Graduate.</em></td>
<td><em>Priority curriculum maps and processes are identified for connection to the Vision of the Graduate.</em></td>
<td><em>Priority curriculum planning documents are connected to the Vision of the Graduate and provide opportunities for students to understand, apply, and improve.</em></td>
<td><em>Curriculum planning documents are connected to the Vision of the Graduate and provide equitable opportunities for all students to understand, apply, and improve their mastery of them over time.</em></td>
</tr>
<tr>
<td><em>Budget is not explicitly aligned with the Vision of the Graduate.</em></td>
<td><em>Budget processes are reviewed for appropriate connections to the Vision of the Graduate.</em></td>
<td><em>Budgets, resource deployment, and supporting systems are frequently aligned with the Vision of the Graduate.</em></td>
<td><em>Budgets, resource deployment, and supporting systems are explicitly aligned with the Vision of the Graduate.</em></td>
</tr>
<tr>
<td><em>Vision of the Graduate and the Definition of Deep Learning are not being used to drive goal setting.</em></td>
<td><em>Goal setting processes are identified and reviewed for possible connections to Vision of the Graduate and the Definition of Deep Learning.</em></td>
<td><em>The Vision of the Graduate is sometimes used to drive goal setting.</em></td>
<td><em>The Vision of the Graduate is used to drive goal setting at all levels of the organization.</em></td>
</tr>
<tr>
<td><em>Vision of the Graduate and the Definition of Deep Learning are not being used to drive professional learning.</em></td>
<td><em>Priorities for Vision of the Graduate and the Definition of Deep Learning are identified for use in planning professional learning.</em></td>
<td><em>Building capacity for all educators to create learning environments that demonstrate the Definition of Deep Learning is present in the planning and provision of professional learning opportunities.</em></td>
<td><em>Building capacity for all educators to create learning environments that demonstrate the Definition of Deep Learning is the guiding force for the planning and provision of professional learning opportunities.</em></td>
</tr>
</tbody>
</table>
Impacted Systems:

- Instruction/Curriculum
  - Lesson planning
  - MTSS
  - Differentiation
  - Definition and implementation of deep learning
  - Adapting curriculum planning documents and the process by which curriculum is planned to incorporate the ideas of the VoG

- Assessment
  - Summative/Formative
  - Project-based
  - Culminating project
  - Performance tasks and rubrics
  - Portfolios
  - Self-Assessment

- Budget
  - Alignment of the budget process to include examination and inclusion of the VoG

- Evaluation
  - Alignment of the evaluation rubrics for all staff members that promote the inclusion of the VoG

- Professional Learning
  - Professional Development topics and processes to promote the ideas of the VoG

- Facilities
  - Adaptation of spaces within the district to promote the ideas of the VoG

- Coordinated Goal Setting Process
  - Board Level
  - District Level
  - Building Level

- Policy Evaluation
  - Board Level
  - District Level
  - Building Level
### Actions for Moving Forward:

<table>
<thead>
<tr>
<th>Step #</th>
<th>Action</th>
<th>Outcome</th>
<th>Who</th>
<th>When</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Add language to the BoE Policy Committee charter that ensures the Vision of the Graduate is considered / reflected by the Policy change / request.</td>
<td>Policy Committee routinely considers impact of policies on Vision of the Graduate and vice versa</td>
<td>Board</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Add fields to existing PD / Curriculum Design / Lesson Planning documents &amp; samples that ask for connections to the Vision of the Graduate (i.e. “How does this move forward the Vision of the Graduate?”)</td>
<td>PD- Curriculum Design and Lesson Planning are explicitly done with Vision of the Graduate in mind.</td>
<td>District</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Assessment-creation of student rubrics, and repository for rubrics, aligned to the definition of deep learning and connection to the Vision of the Graduate</td>
<td>Central depository for rubrics used K-12</td>
<td>Buildings</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Teacher Eval Discussion- What in the evaluation process needs to address Vision of the Graduate?</td>
<td>Creation of a document articulating the alignment between Danielson and the Vision of the Graduate</td>
<td>District</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Add a “How this affects /relates to the Vision of the Graduate” question to the budget request / justification document / process.</td>
<td>Budget requests clearly define how they advance and/or impact the Vision of the Graduate</td>
<td>Board</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Add a field / entry in SuperEval (the Superintendent Evaluation tool) for declaring how Superintendent Goals impact Vision of the Graduate</td>
<td>Superintendent Goals reflect / align with Vision of the Graduate</td>
<td>Board</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Budget Presentation includes a discussion of how the requests / changes impact Vision of the Graduate</td>
<td>All stakeholders (including voters) are aware of the relationship between budget decisions and Vision of the Graduate and how budget changes advance the Vision of the Graduate</td>
<td>Board</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Observation Guidelines include a field for defining how a particular metric relates to the Vision of the Graduate</td>
<td>Observation metrics begin to reflect Vision of the Graduate</td>
<td>District</td>
<td></td>
</tr>
</tbody>
</table>
At elementary levels, add “scores” relating to Vision of the Graduate to assessment / report cards

The language of the Vision of the Graduate is understood and used by staff and families from Elementary age on

Building

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